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MODERN LANGUAGE BULLETIN

Volume III

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EL LENGUAJE

POESIA DEDICADA A LA "ASOCIACION DE LENGUAS MODERNAS
DE CALIFORNIA DEL SUR"

POR HERIBERTO FRIAS

I.

Soy un bardo peregrino
Que cambio en lejana tierra
Su viejo casco de guerra
Por el bordón de camino.
Hoy cumpliendo su destino,
De cantar la excelsitud,
Viene a deciros: ¡salud
Almas activas y tiernas:
"¡Unión de Lenguas Modernas
De California del sur!"

II.

El hombre durante el viaje
Por el mundo, necesita
De la potencia infinita
Y mágica del lenguaje
Que hace un sabio del salvaje
Y dignos a los siniestros,
Que lanzas convierte en estros,
Y en fraternidad las menguas
Cuando palpita en las lenguas
El alma de los maestros.

III.

La palabra es ciencia y arte
Es una divina enviada
Que habrá de romper la espada
Aterradora de Marte. . . .
¡Gloria a tan blanco estandarte
Que une bajo el mismo sol,
—En identico arrebol
Que el odio jamas corroe,—
La musa de Edgardo Poe
Y la de Netzahualcoyotl.

IV.

El lenguaje es la expresión
Universal de la vida:
Maestros de esta querida
Y triunfante asociación,
Conducid esta invasión

Del saber y del pensar,
Tras los montes, tras el mar,
Sin fronteras y sin yugo:
Dante, Goethe, Shakespeare,
Hugo
Leon Tolstoy y Castelar.

V.

Sed vosotros, oh! legión
Del país de las naranjas,
Cual los astros y las franjas
De vuestro épico pendón;
Sed progreso, sed unión,
—No torpe inquina colérica—
Y probad que no es quimérica
La fraternal esperanza
De Wilson que une y alcanza
Al viejo mundo y America.

VI.

Byron y Cervantes ya
Cantan simultáneamente
En el mismo continente
Que su verbo hermanará,
Pues que desde el Canadá
Se dilata la divina
Frase de madre latina
Ligando este gran pensil:
México, Chile, Brasil
Y la gloriosa Argentina.

VII.

Esparcid y cultivad
Los prodigios del idioma;
Sed la mística paloma
Del ideal fraternidad;
El mundo espera. Ilustrad
A la humana multitud. . . .
Y, mientras tanto ¡salud
Almas activas y tiernas,
"Union de Lenguas Modernas
De California del Sud!"

MODERN ITALIAN NOVELS AND NOVELISTS

Modern Italy is rich in poets, historians, dramatists, and above all, in novelists. In fact this important branch of literature has been most happily cultivated from one end of the Italian peninsula to the other, so that nearly every region of Italy has its own well-merited representative. Naples has her *Matilda Serao*, Sicily, her *Giovanni Verga*, Sardinia, her *Garzia Deledda*, the Abruzzis, their *Gabriele D'Annunzio*, Tuscany, her *Renato Fucini*, Venice, her *Antonio Fogazzaro*, and so on all along the line.

As in other countries of Europe, so in Italy, many of these famous writers have interested themselves vitally in the welfare of the lowest strata of society, of that great mass of the people who, on account of the lack of all the opportunities which are conceded to the elect, have not been able to attain to that station of life which is exempt from criticism and censure. These noble-hearted writers have worked for the redemption of this multitude of toilers,—often hastily ill-considered and badly judged,—for their education and the amelioration of their condition.

The main theme of the famous works of *Matilda Serao*, the center of attraction of the plots of all her novels, is Naples—Naples, the serene, with all her splendid palaces and gardens, with all her magnificent theatres and museums, with her ideal climate, with her joyful music, with her harmonious songs!—Naples, with her dirty and unhealthy quarters, with her underground tenements, with her bigotry, with her superstitions, with her faithful followers of the *dolce far niente*.

It is of these neglected lower classes that *Matilda Serao* has made herself the worthy interpreter in her literary productions; she defends them, she pities them and invokes a prompt relief to their sad condition. In "Paese di Cuccagna" ("The Land of Cocagne") she begs the Italian government to abolish the lottery which is the ruin of so many poor people and the cause of so much misery, vice and immorality. In "All' Erta, Sentinella!" ("On Guard, Watchman!") she implores a little indulgence, a little sympathy, a little commiseration for those unfortunates who fill the prisons because they are the victims of their own ignorance, their own incapacity to distinguish between good and evil, of their fiery temperament more than of any inherent wickedness or hardness of soul.

This philanthropic and humanitarian woman believes firmly that in the most perverse hearts there exist nevertheless instincts generous and good, capable, if well cultivated, of beautiful and praiseworthy actions.

"Oh, Convicts," says Captain Gigli, Director of the Prison of Nisida, "you have killed with sword and dagger and poison, you have

burned, you have stolen, you have changed your hearts of men into the blind instincts of brutes! Wisely, the law of Italy, in the name of her King and of her people, by means of her magistrates, punishes you and takes you from the society of good men, restricting you with iron bars and chains, isolating you, condemning you to hard labor, looking through punishment for repentance. But where the law of the State ends, human and christian law begins—the law of indulgence and pity. Severe we may be, but not pitiless. Suffering and repentance purify. Every day that you pass in this prison, toiling and suffering, cancels one line of your sin. Many of you will leave here in two or three years—in ten years—in fifteen years—and, conquered by the daily trials and sufferings of your fellow prisoners and yourselves, will carry with you a human and compassionate heart. Thus I believe that you can all become good men."

Noble words that could well be applied to the vast majority of all the criminals of the world. And as noble is the answer of Gigli to the visitor who wonders that the convicts are not treated with more rigor and severity: "I think that it is better to treat them as christians and men."

While in nearly all of her romances *Serao* depicts mostly the lower classes of Naples, in "Cuore Infermo" ("Heartsick") she reproduces the elegant society of aristocracy in that charming city in such a way that the whole of Neapolitan life is described by this bold and sympathetic writer in all its varying aspects.

The illustrious Sicilian novelist, *Giovanni Verga*, is a most profound admirer of his fellow countrymen and of his native island, of those people that so many consider violent, brutal, and almost ferocious, yet who are, on the contrary, humble working people, energetic, prompt, industrious, resigned to the struggle to earn their living under the most unfavorable conditions. Read the "Novelle Rusticane" ("Little Stories of Country Life") and you will see how the peasantry of that island live by dint of grinding toil, under a scorching sun, in places where the malaria enters into your bones with the bread that you eat.

One of the most vivacious portraits of the Sicilian character, so unreservedly passionate, jealous and vindictive, is found in "Cavalleria Rusticana," a masterpiece of that most vivid realism which has been so happily set to music by the illustrious master, *Mascagni*.

In "Malavoglia" ("Malevolence") Verga describes the fevered struggle for the material wants, the travail of body and soul in the unaided efforts of a poor fisherman's family to recover their lost property and satisfy honorably a great debt incurred with one of their neighbors.

In "Mastro Don Gesualdo" we have, on the other hand, a bourgeois type, strong, cunning, crafty, full of ambition and unscrupulous to the last degree, who tries to elevate himself above the working class and introduce himself, at all costs, into high society.

In the "Novelle," however, far more than in these longer romances of *Verga's* we find the most faithful mirror of the Sicilian people.

Grazia Deledda is also a famous painter of the customs of the masses; with masterful art she makes us penetrate into the intimate life of the inhabitants of her native Sardinia, and gives us a profound sympathy for that people who still remain, in this era, almost primitive, living on that distant and solitary island, separated from the rest of the civilized world. Her best works are: "La Via del Male" ("The Way of Evil"), which treats of the terrible consequences of a scorned love; "Cenere" ("Ashes"), the life of a foundling who devotes himself to the quest of the mother who abandoned him, in order to save her from dishonor; "Dopo il Divorzio" ("After the Divorce"), written when the question of divorce was seriously discussed in Italy, and presenting the touching story of an unfortunate who, after having spent a number of years in prison on a false accusation, returns home to find his wife married to his rival; "L'Edera" ("Ivy"), "Elias Portolu" "Il Vecchio della Montagna" ("The Old Man of the Mountain"), all dramas of love and most interesting works in which are portrayed in vivid characters the daily life and customs of the Sardinian people with all their virtues and vices, their superstitions and their strange ideas and manners; and in the background of these pictures stand out the stupendous natural beauties of Sardinia, those marvelous country scenes, those picturesque panoramas which instill us with such admiration and impress us so vividly."

With *D'Annunzio* we come to the most celebrated champion of the psychological novel. In his romances we find the most minute and scrupulous analysis of characters which principally personify the novelist himself. Unfortunately, the material of his work is so lascivious and so morbid that it disgusts and repulses. Nevertheless it is important to note that in form, style and language his works represent what is most beautiful, most exquisite, and most delicate in our literature. *D'Annunzio* is the most sublime literary artist of modern Italy.

"Art! Art!" he cries frantically. "Here's the faithful lover always young and immortal! Here, the fount of pure joy, denied to the multitude, conceded to the elect! Here, the precious food that makes men like to gods!"

So in "Piacere" ("Pleasure"), in "Innocente" ("Innocent"), in "Fuoco" ("Fire"), in "Triunfo della Morte" ("The Triumph of Death"), and in all his other novels we find amidst so much indecency and nauseating licentiousness of argument, pages of supreme beauty, of rare delicacy, of unsurpassed music.

In regard to material *Fogazzaro* is the opposite of *D'Annunzio*: while the latter adores paganism, the former shows himself a faithful follower of christianity, and especially of the Catholic religion. Morality, faith, patriotism—these are the three vibrant notes of all the works of *Fogazzaro*. "Daniele Cortis" represents the triumph of virtue over

the brutal instincts of immorality and sin. "Il Piccolo Mondo Antico" ("The Little Ancient World"), the masterpiece of *Fogazzaro*, is the supreme exaltation of faith and of patriotic love. Faith, the true and only consolation in adversity, and patriotism, according to him, are indispensable to man, and Church and State must co-operate for the public good.

"Il Santo" ("The Church"), the last novel of *Fogazzaro*, treats of certain reforms which the author suggested to the Church of Rome. This book, though, with so many others of similar audacity, was put on the Index.

With *Fogazzaro*, I shall stop because it would take too long to enumerate all of the modern novelists of Italy. Suffice it for the present to have indicated the best writers in this most important branch of literature and their most valuable works. Those whose interest shall lead them to seek a wider knowledge of modern Italian fiction will find themselves well rewarded.

EMILIO GOGGIO

Read in Italian before the Romanic Language
Association in San Francisco, November 4th.
Translated from the Italian by Laurence Helene Pêchin,
of the High School of Commerce, San Francisco.

RECUERDO DE POR ALLA

Un jueves por la mañana, cosa de las nueve y cuarto, Rosita y yo tomamos el tren para Santa Clara en la estación del ferrocarril de Lima. Apenas salimos del valle de la ciudad cuando empezó a disiparse la niebla y obscuridad que tan constante es en el invierno limeño y se dejó ver el sol reluciente que posaba sus suaves rayos en las inesperadas montañas que adornan la tierra del Rimac.

Después de una hora de caminar en un coche de primera, sentada en un asiento bien duro de madera oímos que el conductor gritaba, "Santa Clara!"

—¡Nuestra estación!

Y sin darnos prisa nos bajamos y nos encontramos en un pueblecito de los muy pequeños que suelen haber por allá. La estación, una que otra choza de lodo humeante donde sentada en el suelo se atiza el abanico en la mano, una pulpería con su rótulo que decía,

—¡Oiga!
No fio porque pierdo
lo que es mío.
No doy porque pierdo
la ganancia de hoy.
No presto porque al cobrar
me hacen gesto.
Y para librarme de esto
ni doy, ni fio, ni presto.

Una chusma de chicos casi, casi desnudos y algo pardos correteando por acá y por allá; uno que otro gendarme paseándose por el andén tomando el solecito y haciendo que guardaba la tranquilidad de ese vallecito. Suena la campana; gritan,—¡En marcha!, y a poco se queda todo aquello escueto y desierto.

A la orilla de los rieles estaban dos carritos de mulas. Uno de ellos era de toldo y parecía muy a propósito para llevarnos a nosotras. Al acercarnos, preguntamos,—Y este carrito irá a la Hacienda de Huachipa?—¡Ah! No, señorita. Es aquél que deben tomar.

—¡Jesús! Y es que está cargado de costales de harina! Yo si me atrevo pero quién Rosita!, me dije para mí.

No hubo que despreciar aquel medio ambulante. Luego se presentó el señor arriero, Chino, muy amable, quien nos sostuvo del brazo mientras nos acomodábamos en el saco más blandito con que diésemos. A la vez subió una jovencita limeña, gordita, de ojos de azabache, grandes y vividores, con su cabellera rizada, encajada en ella su linda peineta de color de vino y cubierta con su fina mantilla de encaje negro.

—¿Van a Huachipa?, nos preguntó después de darnos los buenos días.

—Sí, señorita, le contestamos.

—Yo también. Allá tengo una tía cuyo marido trabaja en la hacienda. Con gusto las acompaño.

La pobre mulita con su carga tan pesada bien que se cimbraba y trazaba su caminito de culebre a través de una hacienda de caña de azúcar que casi va a dar al pie de las montañas que la circundan.

A eso de media hora nos pusimos cara a cara con la tía quien nos esperaba parada contra el marco de la puerta de su hogar—una pieza que a la vez era cocina, comedor, dormitorio y sala de recibo, pero con su piso de tierra tan bien barradito que no pedía más.

—Tía, unas forasteras, dijo la joven.

—¡Que sean bienvenidas ya que de tan lejos vienen a buscarnos! Aquí tienen su casa, contestó aquella anciana envuelta en su manto negro.

Al indicarle que llevábamos el rumbo de las ruinas Cajamarquillas exclamó,—¡Ay, hijas de mi alma! ¡Por el amor de Dios! No se atrevan a ir solas. No vaya a salirles uno de esos malvados de tantos y las asalte. Hay que caminar por un callejón muy lóbrego y expuesto. Miren, allí está el dueño de la hacienda. Aunque Chino es una persona muy honrada y distinguida y se dice por acá que es uno entre mil cuya firma vale lo que la libra esterlina. A él pregúntanle.

El caballero a quien nos dirigía nos saludó con toda la cortesía de un peruano campestre. Quiso darnos las señas para las ruinas pero no pudo hacerse entender. En esto un zambo que nos escuchaba, en castellana y con claridad nos dió las debidas indicaciones.

—Les aseguro, señoras, no hay peligro ninguno.

Salimos por la senda y echamos a andar por aquel callejón que desde luego se perdía de vista puesto que tenía ambos costados cercados con unas tapias altas de cal y canto. Me hice la valiente pero el corazón que se me salía la fuerza con que me palpitaba al acordarme de las amonestaciones que nos había hecho la anciana del manto negro. ¿Qué sabía Rosita de lo que se había dicho? Nada. Marchábamos cantando por aquella polvareda que se levantaba a cada paso que nos zambullíamos hasta los tobillos. A poco cesó la alegría y el silencio reinó. Lo interrumpió Rosita diciendo,—A veces hasta las ruinas pierden su atractivo.

—¿Que vienes cansada?, le pregunté yo.

—Sí es que siento un vacío aquí. Acuérdate que no hemos traído nada que comer y tú sabes cuanto dan de desayuno en casa de Mujica.

—Rosita, date valor. Las dos somos bien robustas y que vale que pasemos hambre una vez.

Por fin demos con la esquina que habíamos de doblar—otro callejón y otra hacienda. Divisamos una casa larga, baja, de un piso y de color de rosa. De allí salía una joven quien con la mano derecha se protegía del sol los ojos y parecía que quería conocernos. Se acercó y nos habló,

—Buenos días, señoras. ¿Es que van a las ruinas?

—Sí, señorita.

—Y digan, ¿ya almorzaron?

—A la vuelta, señorita.

—Eso sí que no conviene. Nosotros en casa apenas nos estamos sentando a la mesa. Pasen ustedes a almorzar con la familia.

—Pero ¿si no sabe usted quienes somos?

—Dejense de eso. Pasen ustedes.

Me preguntó Rosita que pasaba y al empezar a contarle ví que se le volvía el alma al cuerpo. Resucitaba.

Entramos en un corredor largo con su piso de ladrillo; luego en la sala de recibo. Pasamos por allí al comedor. A la mesa estaban sentadas dos ancianas casi igualitas solo que una tenía el cabello blanco como la nieve y la otra también lo tenía aunque daba muestras de habérselo teñido de un color castaño. También estaban tres señoritas mayores que Gabriela, la que salió a recibirnos y un joven, Alberto, alto, delgado, de cabello negro, ojos fulminantes y una sonrisa de las que saben coronar los labios simpáticos de los limeños. Llevaba su poncho de vicuña y espuelas.

¡Qué recibimiento! ¡Qué alegría!

—¿Su gracia?

—Rosita Jones se llama mi amiga y yo María Calvo.

—¡Válgame Dios! Si es de nosotros, solo que nació en Estados Unidos.

Una por una nos dió el abrazo y Alberto la mano.

Gabriela nos hizo pasar al patio. Sacó una palangana de agua limpia. La puso en una mesa y nos dió unas toallas que oían a alcanfor. El patio era un jardín de flores amarillas y rojas y allí se oía la armonía del agua que constantemente cae en la fuente. El perico con su pechuga roja y su cola verde, muy señorón estaba sentado en el guayabo, de vez en cuando soltando una retahila de majaderías. A un lado se veía la cocina con su cocinera negra, luego el gallinero y más allá la huerta. Pasamos al cuarto de dormir a peinarnos y a ponernos un poquito de polvo de arroz que ya nos hacía falta en la nariz así la llevábamos de encarnada.

Nos sentamos a la mesa. Nos sirvieron chupe. ¿Qué será? ¿Qué ha de ser! Un guisado muy sabroso de carne con papas, chuño y pimientos. Luego nos dieron escabeche, después arroz con pato y un postre de maíz morado. Tampoco faltó la chica morada. Pues nos la sirvieron vaso tras vaso y todavía con ganas quedamos.

En la sala sacó Alberto su quena y tocó unos yaravíes y Gabriela cantó una de esas tristes tonadas que decía,

¿Porqué las aves,
¿Porqué las aves,
de sus blancas alas
pierden las plumas
que las han de alzar?
¿Porqué de la amistad
las voces santas
en grito de odio
a convertirse van?

—Ahora, a las ruinas, dijeron Gabriela y Elvira,—y cuando volvamos tomaremos el té.

En unos diez minutos dimos con las dichas ruinas Cajamarquillas. Se ve que algún día existió allí una población con sus edificios de lodo y paja. Todavía permanecen las paredes que delinean las callejuelas. En las paredes así como en el suelo se ve una infinidad de agujeros que parecen bolsas de diversos tamaños y distintas aberturas. Y se dice que en estos escondían los indios de aquellos tiempos el maíz y los ídolos de plata y piedra y telas, y es que hasta en muchas ocasiones han servido de sepulcros. Casi todo esto se han llevado los extranjeros. Apenas da uno con una que otra calavera hoy día.

Sentada allí en las ruinas contemplando la belleza de otros tiempos piaticamos de cuanto Dos quiso. Hasta vinimos a saber que aquellas jóvenes peruanas eran sufragistas y—¡Ojala nuestro país fuera adelantado como el suyo! Se oiría la voz de la mujer y quizá otra coas sería.

Se hacía tarde. Volvimos a casa. Tomamos el té. Rosita, Alberto y yo montamos a caballo. No sin dolor en el alma nos despedimos de las Sacia. Y conservamos para siempre el recuerdo de una dulce amistad limeña que todavía repite y vuelve a repetir,—¡No se olviden de nosotras!

MARÍA DE G. LÓPEZ.

AN APPEAL TO THE MODERN LANGUAGE TEACHERS OF THE WEST

Next July, from the 7th to the 14th, the National Education Association is to hold its annual meeting in Portland, Oregon, if the plans at present proposed are carried out. The responsibility for the modern language conferences in connection with the sessions has been delegated to the officers of the federated modern language associations to which I called attention in a late number of the *Bulletin*. These officers, who live in the East and Middle West, have asked me to undertake to organize and direct these conferences, and have suggested that I ask Mr. Carleton Ames Wheeler, of Hollywood, to cooperate with me. He has consented, and so we now appeal to all modern language teachers of the Pacific Coast to join us in an effort to make the conferences successful.

Special modern language conferences were inaugurated last year at the N. E. A. meeting in New York City, for the express purpose of advancing the cause of modern language teaching in the secondary schools, and also for the purpose of promoting the nation-wide organization of associations of modern language teachers. The shifting of the national meeting this year from the Atlantic to the Pacific Coast comes at an opportune time for the furtherance of these two purposes in our part of the country. The conferences last year were a great success. It would be very gratifying to all concerned if we could keep up that record, for it would help materially toward securing and maintaining for the modern languages their rightful place in the scheme of secondary education as reflected in these great national assemblies of educators. In all probability one or two speakers and some teachers from the East will attend, but the bulk of the program and the attendance must come from the West.

While we are not yet as well organized as we ought to be,—a California Association of Modern Language Teachers being one of the things still to be achieved—nevertheless the methods and results of our modern language instruction are far in advance of what our semi-organized state might lead one to suspect. The southern part of the State has already its comprehensive organization. The San Francisco region has separate associations of Romance Language teachers and teachers of German, which, let us hope, will some day be federated as sections of a larger organization. These three bodies could all contribute something to the conferences, and with further contributions from Oregon, Washington, and the states lying to the East, we ought to make a showing that would command the respect of teachers from the East and exert a strong reflex influence on our own work. The mere fact that the conferences are to be of interest to teachers from all over

the country should be in itself an inspiration. This is our chance to show the East what the West is doing and proposes to do.

The committees in charge cannot accomplish anything of value without the hearty support of secondary school teachers. Speakers are necessary, but no more so than general active interest and attendance. I should be very glad to receive suggestions and help from interested teachers, either directly or through Mr. Wheeler.

W. A. COOPER,

DR. MAX WALTER

Unter den Tausenden von Lehrern und Schulmännern Europas, die für ihr Vaterland kämpfen und auch wohl ihr Leben dahingeben müssen, interessieren wir uns besonders für Dr. Max Walter, den Direktor der Musterschule von Frankfurt. Derselbe ist bekannt als der Befürworter einer erfolgreichen Methode des neueren Sprachunterrichts, und war vor mehreren Jahren in Amerika und auch in Los Angeles, um der Lehrmethode, die er vertritt, grössere Verbreitung in diesem Lande zu verschaffen.

Zu Anfang des Krieges wurde auch er als Offizier einberufen, und hatte besonders den Transport von Nahrungsmitteln an der westlichen Front zu überwachen. Dabei musste er auch manchmal die Stelle von anderen Offizieren vertreten. Die beständige Aufregung und Sorge in der Ausübung seiner Pflichten untergruben jedoch zuletzt die Gesundheit des sechzigjährigen Mannes, und obgleich von robustem Körperbau musste er sich endlich zurückziehen, um seine zerrüttete Gesundheit wieder herzustellen.

Auch seine drei Söhne dienten im Heere, Oberleutnant Erich Walter als Adjutant bei den Fliegertruppen, Hermann als Unteroffizier, und Kurt Walter als Leutnant im Füsilier-Regiment No. 80 und zuletzt in einer Feldflieger-Abteilung. Leider ist letzterer am 29. Oktober im Alter von 21 Jahren in einem Luftkampf im Balkan gefallen. Bulgarische Truppen erkämpften seinen Leichnam unter eigenen Verlusten von den Italienern und sandten ihn in seine Heimat, wo er zur Ruhe gebettet wurde.

Auch wir drücken Dr. Walter unser tiefgefühltes Beileid aus.

VALENTINE BUEHNER.

QUO USQUE TANDEM ?

THERE MUST BE IMPROVEMENT IN THE TEACHING OF
SPANISH PRONUNCIATION

This article does not profess to discuss the merits of either Castilian or Spanish-American pronunciation. Despite the present chaotic condition in school, college and university practice in California, all signs point to a sane, early and final settlement of that question.

The object of the writer is rather to point out some of the radical defects in the practice and presentation of the principal and important rules of either system as at present taught in too many of our Spanish classes.

How long, pray, are we to allow our patience to be tried, our ear offended, and our conscience to be smitten by the unpardonable errors made and taught by many Spanish teachers? In no other department of Spanish instruction is worse practice and consequent teaching to be found. And the criticism is the more serious in this day and age of the faddist in modern language instruction who, utterly disdainful of other aims, bends every effort to the imparting of "a practical grasp of the language." Just what such a "practical grasp" means, interpreted by results, will be left to another article. Suffice it to say here that without good pronunciation even such an aim is impossible of realization.

The present is late to demand reform. Professor Espinosa sounded the warning in an article in a recent number of the Bulletin; Professor Waxman over a year ago sounded more vigorously the warning from the East. The teaching of incorrect, unscholarly, unscientific pronunciation of Spanish must stop. It is a fault common to two classes of American teachers, not only to those who have had no opportunity to profit by a period of residence in a Spanish-speaking country, but also to those who have had such an opportunity. With a third class, native born Spaniards, no matter how pure their own pronunciation, poor teaching of the subject is the rule. In all three classes the cause is a lamentable ignorance of Spanish phonetics, of the actual sounds that are employed, and of how those sounds are produced.

It is desirable and ought to be essential that every Spanish teacher should be intimately acquainted with Josselyn's *Phonetique Espanole*, Colton's *Phonetique Castellane*, Araujo's *Fonetica Kastelana*, and Navarro's new work which is shortly to be published in Spain. However, whatever of value the first two possess may be buried to some in the French in which they are written. Of the Araujo there are but two copies in all of California. That which is not only desirable but which must be expected as an absolute essential in the equipment of a teacher of Spanish is a thorough knowledge and practice of at least the important rules for pronunciation as laid down in those few grammars which treat the subject at all adequately, for example, the Hills-

Ford or the Espinosa-Allen. "Surely every teacher who professes to teach Spanish will be possessed of that much information," may be the universal contention. Examination proves the contrary.

Let us review the three classes of teachers referred to above. First, those who have been fortunate enough to live and study in a Spanish-speaking country, preferably Spain. It can be safely ventured that most of this class learned to pronounce Spanish by imitation before the "discovery" that the student of a modern language does not in reality imitate at all, but only repeats in terms of his own sound-vocabulary what he has heard. Such teachers and their pupils never attain to speaking Spanish with a Spanish accent. They have never learned the physical foundation of such an "accent."

Many teachers of the second class, those who have lived in a Spanish-speaking country, have all the faults of pronunciation of the first class. They are the more to be criticised because, smug in their own conceit, they settle complacently back in their chairs and believe themselves totally exempt from any present or future need of further study, particularly of Spanish pronunciation.

Few native born teachers have ever given serious study to the phonetics of their mother tongue. No more than English teachers to English phonetics. Serious difficulties, then, are to be expected when too abject reverence and respect is paid the hastily expressed opinions of those whose only claim to authority is a speaking knowledge of a foreign tongue.

A Spaniard, trained in the University of Madrid, not long since introduced a beginner's class to Spanish pronunciation with the remarkable statement that all the letters of the Spanish alphabet are pronounced exactly the same as in English. The truth of the matter is that there are only three characters out of the entire thirty in the Spanish alphabet which have in every position the same sounds as the corresponding English characters always have, namely, *f*, *m* and *p*.

It has happened in the history of more than one Spanish grammar that a native Spanish author has erred even in the Spanish of the text. It is folly to place implicit confidence in a native's language and pronunciation where that language has come, even for a short period of time, under the influence of another tongue. Any language, even though it be a native tongue, is bound to be more or less affected in its pronunciation and syntax by a newly acquired language, particularly so if, as happens in many cases in America, the new language becomes the medium of daily intercourse.

The most common mistake of Spanish teachers, and one which results in a barbarous English "accent," is the incorrect pronunciation of the vowels *e* and *o* in open syllables. To what length, pray, are we to tolerate the pronunciation of *le* as the phonetic equivalent of *lay*, and *lo* as the equivalent of *low*? Every reliable Spanish grammar calls attention to the total absence of a diphthongal glide in Spanish.

The statement should have been black faced. This mistake is particularly noticeable in final syllables, as where the *o* in *pero* is sounded exactly as the *o* in *throw*, where the last syllable of *tarde* is sounded like *day*, where *no* is sounded exactly as in English, and where *se* is like *say*. Such pronunciation is not Spanish. Try prolonging the vowels of *no* and *se*. If there is any shift whatever in the vocal apparatus, the result is good English, impossible Spanish.

Another serious mistake is the English pronunciation given to Spanish *d*, particularly noticeable if the *d* is intervocalic.

A second-year student in a prominent High School complained bitterly because his new teacher was insistent that he pronounce his intervocalic *d*'s like the *th* in *then*. "I never heard anything like that from my other teacher," was his just protest. Even *d* at the beginning of a breath-group, as in *donde*, and after *l* or *n*, is not exactly the same as in English, but pronounced farther forward in the mouth.

The admission of English sounds in many words similar in form in the two languages is extremely faulty. *Presente* with a voiced *s*, *primer* and *tinta* (the mistake is made even in stressed syllables) with English short *i*, *Manuel* and *regular* with *u* like *ew* in *few* and resulting from incorrect syllabication, represent only a small percent of such errors. The pronunciation of *es* like *ace* and *quien* with the *en* like *ane* in *Jane* is abominable.

In nine cases out of ten Spanish *v* is unhesitatingly made the phonetic equivalent of English *v* despite the authoritative rule that the sound of English *v* does not exist in Castilian. Little effort is made to teach the usual sound of Spanish *b* and *v*, probably because there is no English equivalent. Pronounce, watching carefully the lips and teeth, the English words *bane*, *vane* and *wane*, then pronounce the same words without either completely closing the lips, thrusting them forward or allowing the upper teeth to touch the lower lip. The initial sound you have produced is the usual sound for Spanish *b* and *v*. Too frequently is Spanish *j* and *g* before *e* and *i* allowed to pass as nothing more than the English *h*. To be sure, we do not have in English the harsh aspirate found in German *Buch*, but that is not reason for not acquiring and teaching it.

Rr and initial *r* are seldom heard with any pronounced trill, probably because many find it difficult (only because not customary) to trill the tip of the tongue. Take some simple exercise such as

Erre con erre en barril,
Erre con erre en cigarros,
Allá en el ferrocarril
Rápidos corren los carros.

and by insistent repetition secure a trilled *r*.

Rarely are *d*, *l*, *m* or *t* conscientiously pronounced differently from the English letters, yet their correct pronunciation farther forward in

the mouth than in English gives a decidedly different quality to those letters. *D* and *t* are classified by Araujo as dentals; *l* and *n* as alveolars.

Space forbids more than brief criticism of those teachers who are still basing the teaching of syllabication on the antiquated rules of the Academy grammar followed by most American grammars. Professor Espinosa, following Araujo, was the first to have the courage to break away from old usage and give what is the only phonetic possibility, namely, that a weak vowel before a strong vowel does not form a diphthong, but becomes semi-consonantal, *i* being pronounced like English *y* and *u* like English *w*. Some teachers make the serious mistake, in dealing with such vowel combinations, of not only allowing, but even laying great stress upon a syllabication which results in, for example, *ti-e-ne*, *bu-e-no*, *es-tu-di-a-is*, etc. Nothing could be more incorrect. It also seems necessary to call attention to the fact that the same syllable is not always pronounced in the same way, hence that danger lies in too much syllabifying. The *n* of the first syllable of *tener* is quite different from the nasalized *n* of *tengo*. The *n* of *inferior* is entirely different from the *n* of *invierno*.

The argument is invalid that any of these points is too difficult to explain to beginning students. It is manifestly poor pedagogy to expect to teach what is right by basing the teaching on what is wrong. It is worse pedagogy to practice what you know to be wrong. Arouse a student's interest in a study of his own vocal apparatus. Take the English vowel *a* (long) and by its prolongation let the students themselves discover the vowel glide. Succeed in getting them to pronounce the first sound alone and they have the usual sound for Spanish *e* in open syllables. Do the same with English *o* (long). With a little practice Spanish *lo* will cease to be *low* and *le* cease to be *lay*.

This article did not profess to discuss the merits of the Castilian as opposed to the so-called Spanish-American pronunciation. It does urge, however, that teachers be scholarly in the choice of a standard and consistent in its application. If Spanish is your native tongue it would be mere pedantry to attempt to change radically your pronunciation to conform to a given standard. If Spanish is an acquired tongue consider thoughtfully whether the standard of the Mexican children of the street or Peruvian or Cuban friends is a sufficiently high one for a teacher to follow. The writer is aware of the recently made claim that the language of South America, Mexico, etc., and Spain is one and the same. For anyone to make such a claim is the height of absurdity. If one has not traveled through the Argentine, Chile and Peru and noted the many differences from Castilian and from each other of the types of Spanish spoken in those countries, it would suffice to make even a casual examination of the last three hundred pages of Cuervo's *Apuntaciones* to be convinced of the absurdity of so broad a claim.

If, with all this "hysterical mad rush" to gain "a practical command of the language," you are not fully assured that at least ninety per cent of your pupils will have positions in Spanish-American countries thrust upon them for graduation presents; if you have a still unshaken conviction (and may there be many who have!) that there is a more worthy aim in the teaching of Spanish than a mere practical one, that Spanish possesses in full measure all of the cultural value of any other of the modern languages, then accept and teach the only standard of the language, Castilian. Whatever you practice or whatever you teach, let it be done with that degree of skillful accuracy which your position demands.

R. E. SCHULZ

HINTS ON ELEMENTARY SPANISH TEACHING

Conversational Spanish is growing in demand as a public school subject. In the west, intermediate and high school classes are often overcrowded. Some teachers in high schools are handicapped because unprepared to handle the work. Usually these are regular teachers in Latin or some other subject, and are given the Spanish because they have a smattering of that language. Pupils expecting to find the study easy are often disappointed and, losing their enthusiasm, soon become dead weights on the class.

Oral Spanish is not so difficult to teach as that feature of French or German, providing the instructor has had a little special coaching and experience. It is true that there is an awakening among modern language teachers who are anxious to meet the public demand for conversational instruction. They are abandoning the "formal grammar" and "translation only" method and seeking at the same time to teach the fundamentals of grammar in such a way that pupils will avoid its drudgery and yet be able to meet the entrance requirements of colleges and universities.

The writer, having had several years' experience in Spanish-speaking countries, as teacher and in commercial life, believes, nevertheless, that many book-trained Spanish teachers could secure satisfactory experience for oral teaching and a confident spirit of enthusiasm by only one summer's vacation of intensive study in a Spanish family, near our southern border, or in a summer boarding school.

The translation method for first-year work is doomed. Modern texts are being arranged for oral work, while grammar is clinched by visualisation, class-made charts and the repeating of fundamentals in

concert. Lessons deal with daily life. A connected thought runs from lesson to lesson.

The teacher of modern languages must be alive and resourceful and catch the spirit of these texts. He should have a supply of visual devices to keep the students on the *qui vive*, and yet not scatter so as to weaken the day's subject. He should teach grammar foundations in brief rules evolved from illustrative sentences. He should review often. It is even well to have capable students take charge of reviews.

Pupils must be taught early to take dictation, to read correctly, and to express themselves fluently in the foreign tongue. They should be able to prepare in a few minutes twenty-five questions on a given text, and the next day, the whole class turned loose, in the midst of a din of conversation, asking and answering those questions in groups of two or three pupils. Where desks are fastened to the floor, two may sit together, one serving as teacher to the other till the questions are exhausted. Doubtless many mistakes will go uncorrected during these animated conversations, but these are easily rectified in open class later on as the pupil progresses. This plan of oral development in small groups of pupils, where each one answers all the questions, is superior to the method which calls for but one or two recitations from each, and relieves every one from reciting in guesses and a faltering voice before the entire class. Reciting to each other begets a desire and confidence to recite later before the class.

First-year Spanish ought to be free from stumbling blocks and "soporifics." The happy mental state of the kindergarten should prevail, with the teacher in perfect control. Flash-cards, picture-quizzes and frequent pupil-conversations will not permit members of the class, after reciting their turns, to enter dreamland, start a flirtation or devise mischief. A spirit of competition should keep each one busy watching the teacher, or searching the text for points in question. Each one realizes he is to help develop the lesson and build vocabularies.

CLIFFORD D. CHAMBERLIN.

ANNUAL MEETING OF THE ASSOCIATION

The annual business meeting of the Modern Language Association of Southern California was held in Room 32 of the Los Angeles High School Friday, December 22, 1916, at 9:30 a. m., with more than one hundred twenty-five in attendance. The meeting opened with a short address by Professor Riddle, the President of the Association, who reviewed the excellent progress made during the year and invited all present to assist the officers even more actively in the year just ahead.

The Secretary then called attention to the following facts: (1) that the Association had been self-sustaining during the year 1916; (2) that it had published during the year three successful Bulletins of 24 pages each,—and this in spite of decided increase in publication expenses; (3) that the Executive Committee had decided to make the Bulletin a Quarterly (March, June, September, December) and had secured its entry to second-class postage; but (4) that the present troubled times were making the problem of the Bulletin more and more difficult and that some further financial aid would very likely be necessary in 1917.

As a means of strengthening the work of the Association the Secretary proposed the following Amendment to the Constitution:

Amendment 3: A third type of membership, to be known as *Sustaining Membership*, shall be open to any regular or associate member of the Association who is willing to pay (total) dues of \$2.00 annually. Such a member shall be entitled, in addition to his privileges as a Regular or as an Associate member, to receive two extra copies of each number of the Bulletin.

After considerable discussion, it was moved to suspend the Constitution temporarily and to at once proceed to vote upon the Amendment. The Amendment carried.

The Bulletin Committee reported in favor of clearing up the indebtedness for the 1915 Bulletins, for a good part of which pledges were already in hand. It was voted to take up a collection to meet the balance not covered by pledges and the sum of \$21.50 was thus added to the fund. (See Treasurer's statement in this Bulletin.)

The following officers were elected for the year 1917:

President, Carleton A. Wheeler, Hollywood High School.

Vice-President, Mrs. Mary P. Cox, Manual Arts High School.

Secretary, Mrs. Sarah M. Hatfield, Pasadena High School.

Treasurer, Homer P. Earle, Los Angeles High School.

Members-at-large on the Executive Committee: Prof. Lawrence M. Riddle, (U. S. C.), Dr. A. E. Wilson, (M. A. H. S.), and Vierling Kersey, (Custer Intermediate).

At the close of the election President Riddle called the President-elect to the chair, who then introduced the speaker of the day, Professor Aurelio M. Espinosa, of Stanford University. Professor Espinosa spoke in English upon "The Modern National Drama of Spain" and held the careful attention of all by his earnest and clear presentation of this interesting subject.

As a fitting close to this Spanish-flavored meeting, adjournment was taken at 12:30 o'clock to "Christopher's," where the Spanish Section and their friends, to the number of ninety, sat down to a most enjoyable banquet and a further after-dinner program of Spanish speeches by Professor Schulz, Chairman of the Spanish Section; Dr. Julio Ziegner-Uriburu, of U. S. C.; Dr. A. M. Espinosa, of Stanford, and J. H. St. John, of Mexico.

C. A. WHEELER, Secretary. (1916).

OFFICERS AND COMMITTEES OF THE ASSOCIATION

The Executive Committee:

- President*—Carleton A. Wheeler (H. H. S.), 6822 Leland Way, Hollywood.
- Vice-President*—Mrs. Mary P. Cox (M. A. H. S.), 2412 Echo Park Avenue.
- Secretary*—Clara M. Bate, 36 N. Chester Avenue, Pasadena (P. H. S.).
- Treasurer*—Homer P. Earle (L. A. H. S.), 851 Monterey Road, South Pasadena.
- Chairman French Section*—Prof. Lawrence M. Riddle, 1270 W. Thirty-seventh Drive (U. S. C.).
- Chairman German Section*—George W. Hauschild (M. A. H. S.), 1045½ W. Forty-third Street..
- Chairman Spanish Section*—Prof. Roy E. Schulz (U. S. C.), 1212 Commonwealth Avenue, Alhambra.
- Members-at-Large*—Dr. A. E. Wilson, Vierling Kersey. (See below for addresses.)

Legislative Committee:

- Mrs. Mary P. Cox, Chairman. (Address above.)
Y. P. Rothwell, Chino, California. (High School.)
John W. Combs (L. H. S.), 206 Emerald Street.

Education Committee:

- Prof. Roy E. Schulz, Chairman. (Address above.)
Ida E. Hawes (Pasadena H. S.), 2112 Linton Avenue, Pasadena.
Wilhelmina M. Rodenberg (L. A. H. S.), 647 W. 17th Street.

Board of Editors of the Bulletin:

- The Education Committee, the ex-President of the Association,
the President, the Secretary, and
Helen D. Snyder (30th Int.), 207 W. 37th Place.
C. L. Jordan (Hollywood High School), (Advertising Manager.)

Membership Committee:

- Vierling Kersey, Chairman (Custer Int.), 1256 Elysian Park Ave.
Elizabeth Meyerl (L. A. P. H. S.), 552 E. 31st Street.
Betsey T. Lull, Downey High School.
Prof. A. Enenkel, Throop College of Technology, Pasadena.
R. A. Wilkinson (Intermediate School), 270 W. Holt Avenue, Pomona.
- Elizabeth M. Bush, Polytechnic High School, Long Beach.
Clifford Chamberlin, Santa Ana High School.

Katherine Jones, Chaffee Union High School, Ontario.
Mrs. Adele M. Outcault, Francis W. Parker School, San Diego.
Iva B. Duer (McKinley Int.), 2424 Echo Park Avenue.

Social Committee:

Dr. A. E. Wilson (M. A. H. S.), Chairman, 1215 New Hampshire Street.
Kathleen D. Loly, Pasadena High School.
Florence Dunbar (F. H. S.), 1736 Hobart Boulevard.

The work of the Executive Committee has been somewhat delayed by the lack of a regular Secretary, the resignation of Mrs. Hatfield early in January from the office of Secretary having been accepted with extreme regret by the Committee. Fortunately, however, Miss Clara M. Bate, of Pasadena, has now accepted the office, "pro tem," pending action by the Association at its April meeting.

The Executive Committee is to hold its regular monthly meetings on the *second Friday* of each month at 4:15 p. m., in the *Music Room* of the *Public Library*, Fifth Street, between Hill and Broadway. The Committee welcomes the presence of any interested member of the Association at its meetings.

GERMAN SECTION MEETING

A meeting of the German Section was held on Saturday, March 24th, in the Music Room of the Public Library, Los Angeles, from 10 to 12 o'clock. The object of the meeting was to arouse interest in a series of round-table discussions on practical topics suggested by classroom experiences.

Mr. Charles Davis of the Venice High School led the discussion on the methods of developing vocabulary and Miss Otilie Stechert of Anaheim High School presented solutions of the German "verb" problem, together with many valuable suggestions as to possible plays and games.

It was the sense of the meeting that such a round-table gathering of the German teachers should be held as often as once a month and plans were started for holding the next one in connection with the spring meeting of the Association in April.

MRS. E. SECKLER.

"1917" THE SPRING MEETING

The present year bids fair to be a memorable one in the history of Modern Language teaching and of our Association. The turmoil in the world at large is waking Modern Language teachers up to a more thoughtful consideration of our special field in education, to a larger feeling of responsibility for the direction which our efforts shall take. The *Modern Language Journal* and our own *Bulletin* represent visibly two movements for larger co-operation that deserve the support of every live Modern Language teacher in California. Many of us are also deriving instruction and pleasure from the excellent English journal, *Modern Language Teaching*. To both the Journal and Modern Language Teaching, however, our list of subscribers should be much larger. The Secretary will be glad to see that your subscription is duly forwarded.

Especially noticeable among the activities of the Association at this time is the greatly increased interest which the various sections are arousing in their respective circles of teachers. Last year through the untiring efforts of President Riddle, many teachers and students of French were added to our membership. The Spanish Section, under the enthusiastic leadership of Professor Schulz, is at present quite in the lead in the number of its meetings and in the record for new members won for the Association. (We have nearly 50 *new* members already for 1917!) And the other Sections, recognizing the value of this frequent getting together of those teaching the same language, are already in line to vie with the Spanish teachers in "looking alive."

All this increase in vigor should help to make our next general meeting one of great practical value and inspiration. This *Spring Meeting* will be held on *Saturday, April 28, at the new Jefferson High School*. Beginning at 10 o'clock there will be Section meetings until 11:30, the programs for which are being prepared by the officers of the respective sections. A crisp business meeting from 11:30 to 12 o'clock will be followed by a general session for an hour, after which luncheon will be served. When you receive your return-postal notice of this meeting, kindly indicate right away your intention to be present and mail card without delay to the Secretary.

And then there is the N. E. A. meeting for which you are asked to help plan. And the "next Bulletin" is always looking for your word. If not already a contributor, begin now.

CARLETON A. WHEELER, President.

THE TREASURER'S REPORT

1916 GENERAL ACCOUNT

RECEIPTS

Regular membership dues	\$123.00	
Associate membership dues	49.50	
Sale of copies of Bulletin	1.75	
Banquet	3.00	
Advertisements in Bulletin	86.00	
Postage refunded	3.95	\$267.20
Deficit		8.02
		<u>\$275.22</u>

EXPENSES

Deficit for 1915	\$ 15.34	
Postage and supplies	59.27	
Printing	188.16	
Secretary's fees	6.00	
Banquet50	
German section85	
Bulletin Suspension Fund	5.10	\$275.22
		<u>\$000.00</u>

BULLETIN SUSTENSION FUND ACCOUNT

Debt assumed by the Association on account of Bulletin Nos. 1 and 2 of 1915	\$ 74.35	
Contributions by members	\$ 69.25	
Transferred from General Fund	5.10	74.35
		<u>\$000.00</u>

1917 GENERAL ACCOUNT

RECEIPTS

Regular membership dues	\$ 95.00
Associate membership dues	17.00
Sustaining membership dues	18.00
	<u>\$130.00</u>

EXPENSES

Deficit for 1916	\$ 8.02	
Postage and supplies	6.84	
Telephone95	
Periodicals18	
Stationery	1.30	
Announcements for the Sections:		
French24	
German24	
Spanish24	
Cash allowances to the Sections:		
French	5.00	
German	5.00	
Spanish	5.00	\$ 33.01
Balance		<u>96.99</u>
		<u>\$000.00</u>

H. P. EARLE,
Treasurer.

March 10, 1917.

THE SECRETARY'S REPORT

Members in full standing, 1917—

Regular (from 1916), (18 sustaining)	65	
Regular (new this year)	30	95
Associate (from 1916)	14	
Associate (new this year)	20	34

Members in arrears for 1917—

Regular	58	
Associate		84
Total	<u>153</u>	<u>118</u>
		<u>271</u>

CLARA M. BATE, March 10, 1917.

REVIEWS

VOGEL, *Deutsches grammatisch-orthographisches Nachschlagebuch.*

This excellent book has already reached its eighth edition, some 110,000 copies having been printed. The latest edition is that of 1912, Langenscheidtsche Verlagsbuchhandlung, Berlin-Schöneberg.

This work consists, in fact, of many reference books in one. As an authority on orthography it renders Duden's dictionary unnecessary. It contains, moreover, several thousands of foreign words (with pronunciation) most frequently occurring in German, with their German equivalents, thus supplying the need of a special dictionary of foreign words. It lists extensively geographical and personal names. In addition to a splendid treatment of punctuation and syllabification in the preface, it indicates in all difficult or doubtful cases the proper division of words into syllables—a feature which, to my knowledge, is contained in no similar dictionary.

Not only is Vogel's book a splendid orthographical work, but, as the title indicates, it is a grammatical dictionary as well. Whereas Sanders' valuable *Wörterbuch der Hauptschwierigkeiten in der deutschen Sprache* lays its stress on rules, is technical and complex, frequently burying the desired grammatical information where it cannot be found without considerable study, this book is most practical, convenient and simple, suppressing rules and laying its stress upon their practical application, in short and excellently selected examples. Besides presenting all the various grammatical forms of words, it brings an immediate answer for those fine points and elusive usages which so frequently require time-consuming search in grammars. It is in every way the best and at the same time the cheapest book of its kind, and yet seems to have escaped general attention in this part of the country. It is nicely bound in linen, 608 pages, price in Germany, M. 2.80. It is one of those reference books which, when once examined, will be constantly used, serviceable to student as well as teacher. CLAIR HAYDN BELL.

FUENTES AND FRANÇOIS. PRACTICAL SPANISH GRAMMAR. *The Macmillan Company.* xii—313 pages.

Here is a Spanish Grammar which lives up to its title. It is practical from cover to cover. In addition to the large amount of material for practise in the actual use of Spanish by the pupil, perhaps the most noticeable feature of the book is the omission of composition lessons with each lesson. Instead, several lessons are given without composition and then a lesson in composition which serves as a review. Some of these lessons are altogether too long, but the principle is a most commendable one. The suggestions of the Committee on Grammatical Nomenclature are consistently followed. The treatment of Pronunciation is wholly unsatisfactory. In the attempt to simplify rules accuracy has in several cases been sacrificed, as in the statement that *s* never has the sound of *s* in *was*, that *z* may never be followed by *e* or *i*, and that *d* at the beginning of syllables is like *d* in *day*. Occasionally difficulties have been increased for the student by fuller treatment than is necessary, as in the treatment of *sino* and "*than*." These difficulties have sometimes been increased by such confusing examples as: *Tiene más libros de los que creemos.*

R. E. SCHULZ.

BOOKS AND PERIODICALS

CONTRIBUTORS: MISS HELEN SNYDER, DR. J. ZIEGNER-URIBURU, R. E. SCHULZ

LUQUIENS, FREDERICK BLISS, ELEMENTARY READER. *The Macmillan Company*. 12mo, xii. 224 pp.

The avowed purpose of the book is to furnish comparatively simple material for translation into English, but in addition to doing this, each selection has appended a series of questions and an exercise for re-translation into Spanish. The notes are exhaustive and very clear and contain a convenient two-page résumé of the use of the subjunctive.

As the title indicates, each of the selections—twenty in number—has for its subject a bit of Spanish-American geography, history or legend, and with one exception the authors are Spanish-Americans; but the flavor of the book is eminently Spanish. It is interesting to note the characteristic differences between Spanish and Anglo-Saxon treatment of the same class of subjects.

SOLANO, MARIE A., CLASSROOM SPANISH. *D. C. Heath and Company*. 14 pp.

This collection of common phrases and words for use in the classroom is such as practically every teacher gives his pupils some time during their first term of study, but here it is put into compact, convenient form for memorizing. The pamphlet might easily be pasted in another book for ready reference. Its most interesting feature is a list of verbs giving the forms used in the most elementary questions and answers and the subjunctive of command.

WORMAN, J. H., NEW FIRST SPANISH BOOK. *American Book Company*. V+127 pages.

To those many teachers of Spanish who believe that there is much that is good in this little book from which our grandparents learned their Spanish, this revision will be welcome. The work has been thoroughly done and in a scholarly fashion. Many acceptable additions in text and illustrations are to be found. The treatment of pronunciation is the worst feature of the book and is not to be depended upon.

COESTER, ALFRED. THE LITERARY HISTORY OF SOUTH AMERICA. *The Macmillan Company*. 495 pages.

This History is a most excellent summary, by countries, of the best known literature that has been produced in Latin America. It contains good sketches of the lives and work of the authors and valuable collateral references to the historical connection between the events of the development of the political entities and the literature. It is a well devised book and gives the reader a comprehensive general acquaintance with the literary men of Latin America.

UGARTE, MANUEL. LA JOVEN LITERATURA HISPANOAMERICANA. *Paris. A. Colin*, 1915.

If anyone wishes an excellent anthology of both prose and poetry to accompany Coester's History, that of Ugarte is undoubtedly the best.

FITZMAURICE-KELLY, JAIME. HISTORIA DE LA LITERATURA ESPANOLA. *Madrid*, 1916. XVIII+468 pages.

This second edition of Fitzmaurice-Kelly's own Spanish version of his History of Spanish Literature, dated September, 1916, is invaluable to teachers of Spanish. Not only has all of its contents been brought entirely up to date, including brief references to contemporary writers, but the bibliography is so complete as to offer valuable suggestions to any library. Several copies of this last edition are at present available at the University Book Store, 3474 University Avenue, Los Angeles.

POSSIBILITIES IN A READING LESSON.—
Mod. Lang. Journal, Oct. 16, 10-18,
A. A. Meras, Teachers' College,
Columbia.

If there still be those teachers of a modern language who persist in the "soulless operation of changing one language into terms of another," they should read thoughtfully and try out the seventeen different "possibilities" given in this excellent article. "What shall be done with the reading lesson?" That is one of the most serious problems in the modern pedagogy of language teaching. Is your reading lesson "translation travesty"? Read this article and get out of the old rut.

SPANISH GRAMMAR, VOL. 1. INTRODUCTORY COURSE. Ralph E. Bassett. University of Cincinnati. The Abington Press. VIII.—530.

"Far from being easy," says Mr. Bassett in his preface, "Spanish is the most refractory of the Western European tongues," and anyone will be ready to agree with him who has had the patience to make his way beyond the Preface. The author has surely done little to make the language easy, or even intelligible to a student. The absurdity of such circumlocutions as "where the conditional implies a hypothesis in the service of rhetorical reserve" or "atonics of the third person occurring pleonastically," or "receptive and separative datives"! It seems incredible that three years after the publication of the Report of the Committee on Grammatical Nomenclature, such a grammar, five hundred and thirty pages of it, and that representing only the first volume, should be published. In the vocabulary of one lesson five hundred and thirty-six words were counted. There is little doubt that as the preface states "each recitation claims a minimum preparation of two hours for the average learner—for the slow even more."

THE REPORT OF THE JOINT COMMITTEE ON
GRAMMATICAL NOMENCLATURE.

"Why are the terms 'past descriptive' and 'past absolute' employed in some of the more recently published Spanish Grammars?" Such a question, frequently heard, leads to the belief that there may be others who are not aware that several years ago a joint committee appointed by the National Education Association, the Modern Language Teachers' Association of America and the American Philological Association was charged to frame a system of grammatical nomenclature common to all languages usually studied in the High School and to make a vigorous attempt to bring law and order out of the then chaotic condition of affairs. Professor E. C. Hills was perhaps the best known member of that Committee to Spanish Teachers. The Committee did its work well and thoroughly, publishing its scholarly report from the University of Chicago Press in 1913. The prophecy of its preface that "the greater part of the system will successfully stand the test of future thought" has slowly been fulfilled, most consistent employment of the system being found in the recently published "Practical Spanish Grammar" of Fuentes and Francois (Macmillan). The American grammarian is years in advance of his Spanish colleague, and there is no excuse today to employ terms aorist or preterite (of the Academy Grammar) in referring to the past absolute, or in employing imperfect or past continuous in speaking of the past descriptive. These reforms have come to stay and modern language teachers will further their cause more by acceptance than by opposition.

NOTES

CONTRIBUTORS: C. A. WHEELER, GRACIA FERNANDEZ, R. E. SCHULZ

CONTRIBUTIONS TO THE BULLETIN.

The distinctly Spanish flavor of this number of the Bulletin is not due to the partisanship of the editor-in-chief, but rather to the failure of the French and German sections to provide representative material. It is hoped that these sections will take advantage of their opportunities in the June number.

COMMISSIONER WOOD ON THE "BULLETIN."

The following excerpt from Commissioner Wood's reference in the "California Blue Bulletin" to our "Modern Language Bulletin" is of interest: "While I have had some difficulty in translating some of the articles, I have found the parts I have translated exceedingly good. The articles I have not translated I am willing to accept on faith. I commend the Bulletin to those who are interested in the languages mentioned.

"I note, however, that the Association has voted to protest to the Commissioner of Secondary Education against his ruling which forbids the teachers of the state the use of foreign modern language texts in their classes in high schools. . . . My ruling is, and has been, that no books can be adopted unless they appear on the official list. So far, no foreign publishers have offered their texts for listing. For that reason no foreign texts in the three languages mentioned have been listed."

THE CALIFORNIA BLUE BULLETIN."

How many of our readers see the "Blue Bulletin" regularly? If your principal does not supply you with one, write to Commissioner Wood and ask to be put on the mailing list. It is worth while. Better ask at the same time for the Report of the Commissioner of Secondary Education and the Report of the Superintendent of Public Instruction.

THE "DIRECTORY OF SECONDARY SCHOOLS."

At the last meeting of the Executive Committee of the Association a resolution was passed, expressing the appreciation of the officers of the Association for the great aid afforded by the new "Directory of Secondary Schools" in locating the new Modern Language teachers in the state. This Directory appeared for the first time last year, meeting a need which up to 1915 was met by "Heath's Directory." Teachers having any use for the information contained in such a directory would do well to write at once for a copy, as the supply is limited. A copy has been furnished to each school principal in the state. The "Blue Bulletin" says, "I wonder if this directory is worth the time, effort, and expense that goes into its compilation and publication." Please help to set the Board of Education right upon this point!

IN MEMORIAM.

The following letter has just been received by Mr. Wheeler from the Registrar of Harvard University: "I regret to have to tell you that Glen Harwood Spangler died at Madrid, Spain, on December 14 last, after a short illness. At the time of his death he held a traveling fellowship from Harvard University."

Mr. Spangler graduated from U. S. C. in 1908 and taught Spanish at Hollywood High School for three years, leaving in 1913 to continue his studies at Harvard. He was Secretary of the Modern Language Association at the time he left California, and by his death the Association loses a sincere friend whom we had hoped before long to have with us again in California.

HOLIDAY COURSES FOR FOREIGNERS IN MADRID.

The sixth Holiday Course for Foreigners organized by the Junta para ampliación de estudios will be held in Madrid from July 16th to August 25, 1917. Courses in Grammar, Literature, Phonetics, Art, and Contemporary Life will be given. Further information concerning this course and also concerning the three month courses can be obtained from Professor R. E. Schulz of the University of Southern California.

THE JANUARY CONFERENCE OF GERMAN TEACHERS OF WASHINGTON

The University, College and high school teachers of German of Western Washington met in conference at the University of Washington in Seattle on January 13, 1917. The following formal program was presented:

1. Reading—An Attempt to Simplify the Teaching of Modern Languages. *Mr. S. W. Barish, West Seattle High School.*
2. Aims and Purposes of Modern Language Instruction with Reference to Present Conditions. *Dr. Benno J. Uhl, Queen Anne High School, Seattle.*

THE ASSOCIATION OF TEACHERS OF SPANISH.

The third meeting of this association, with which Miss Gracia L. Fernández and Miss María de G. López of our own Association are affiliated, was held on January 6, 1917, at the Hispanic Museum, New York City. Addresses were given by Dr. Peter H. Goldsmith, Director of the Pan-American Division of the American Association for International Conciliation, and by Señor D. Juan Riaño, Spanish Ambassador to the United States. The president of The Association of Teachers of Spanish is Lawrence A. Wilkins, head of the Spanish Department of the DeWitt Clinton High School of New York City.

STANFORD TO DROP ELEMENTARY FOREIGN LANGUAGES.

From the *Stanford Alumnus* we see that at the February meeting of the Board of Trustees of Stanford University it was determined that after an interval of a year or two elementary courses in foreign languages will not be given as university subjects. The statement is made that elementary language work is now given in satisfactory fashion in the high schools. The truth of the matter has been more exactly stated by one intimately acquainted with the situation in California (the same is true almost anywhere) in his declaration that many of the high schools do better elementary work than the universities are able to do because of the vicious practice of putting inexperienced, underpaid assistants or instructors in charge of such classes as should rightfully receive the most competent instruction a department can give. If it is economically necessary for Stanford to take this step, well and good, but one looks askance at any provision whereby first year work is taught "under the supervision of the language departments" and for a separate fee.

THE SPANISH SECTION DINNER.

On Saturday evening, March 17th, about thirty members of the Spanish Section enjoyed a typical Spanish dinner at the Casa de Asistencia on Grand Avenue, Los Angeles. After a most excellent meal Sr. Heriberto Frías of Mexico entertained the company with a talk on Mexican Literature concluding by reading the poem dedicated to the Modern Language Association which appears elsewhere in this issue.

MODERN LANGUAGE PLAYS AT PASADENA HIGH SCHOOL.

On March the 15th the Modern Language Department of the Pasadena High School presented to an audience of some 800 people two plays, "Los tres Novios" and "Le Bourgeois Gentilhomme." The parts were well given and the staging and costuming a delight to the eye. The department is to be heartily congratulated upon the success of these plays, as well as upon that of the German play given earlier in the season.

A BIT OF MODERN LANGUAGE HISTORY

We are not disposed to assert positively that D. C. Heath & Company invented modern languages. With like modesty we refrain from insisting that this Company first produced text-books in order that modern language teachers might begin to teach. Such an interpretation of the relation of cause and effect might remind some one of Maeterlinck's illustration of the clergyman who reverently expressed his surprise that the largest streams were always near the largest cities.

Perhaps we may confide, however, that every now and then a German or French teacher does remind us of the utter dearth of reading material suitable for school use before we put our hand to the modern language plow—and axe. But it is probably more fitting that such suggestions should come from teachers than from us.

Of course, some of the coming generation of modern language teachers may not know the history of the pioneer days,—and we may add that the blazing of new trails did not stop then. It is one thing to launch a modern language series and to incur the financial risk involved in bringing out editions of texts which might or might not prove permanently acceptable to the schools. It is quite another thing to wait until editions thus prepared have proved to be successful and then to reproduce them with an additional frill or two.

Perhaps we may also remind our friends that from the first we have endeavored to keep abreast of every movement that has meant educational progress. In revising old editions and adding new ones, those features have been incorporated which seemed to have real educational significance rather than those which furnished only temporary selling advantage.

Our modern language catalogue now contains five hundred titles. These include sixteen successful German books of instruction, ranging chronologically from the "old reliable" Joynes-Meissner, still a standard, to such recent works on the direct method as Manfred's *Ein praktischer Anfang* and Zinnecker's *Deutsch für Anfänger*. Our dozen French instruction books include Fraser and Squair's *French Grammar* and the *Shorter French Course*, which have been more widely used than all of the other French grammars put together, and the recently published direct method book, Knowles and Favard's *Grammaire de la Conversation*. We now have three Spanish grammars and numerous reading and composition texts, several of them prepared with a direct practical bearing upon our relations with the Spanish-American countries. Our desire is to render teachers a service commensurate with our facilities.

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Further information may be obtained by addressing:

J. H. Montgomery, Registrar, University of So. California, Los Angeles

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Notice the review of this book on page 20 of the October Modern Language Bulletin.

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